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# State Accreditation and Accountability Update

NCA CASI Fall Conference

Adams Mark Hotel

October 7, 2008

# Presentation Outline

- State Accreditation as a Process
- Accreditation and Accountability System
- Changes to School Improvement Planning
- Preliminary List of Indiana School Accreditation Legal Standards
- Transition from Fall to Spring State Assessments
- Expert Teams
- Instructional Time Concerns and Waivers
- School Calendar Report (DOE-CL)
- School or Program?
- School Awards



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# State Accreditation as a Process

- In conjunction with the State Board of Education initiative to offer more flexibility to schools, the Indiana Department of Education is streamlining the procedure for accrediting schools by shifting the main focus of accreditation from compliance to assisting schools with the greatest need.
- The final year of the three-year accreditation cycle was concluded as of June 30, 2008. Schools whose accreditation year just concluded will be accorded accreditation status following the release of school accountability category placements measuring 2007-08 school performance and improvement.
- Beginning with the 2008-09 school year, the state will transition to a real-time accreditation system with annual reporting in conjunction with the announcement of category placements.
- The State Board of Education is reviewing current rules scheduled to expire in 2009 and plan to promote changes to accreditation law aimed at moving accreditation to process.



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# Proposed Accreditation and Accountability System

- Schools and Corporations are initially placed in one of the following levels of accreditation:
  - full accreditation status,
  - provisional accreditation status
  - probationary accreditation status
- Accreditation status is accorded at the start of each school year in conjunction with the announcement of accountability category placements.



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# Full Accreditation Status

A school must meet the following accreditation requirements to be initially accorded full accreditation status:

- be in compliance with all legal standard requirements.
- annually revise and review their strategic and continuous school improvement plan and submit an electronic copy of the most current plan to the DOE.
- be assigned to one (1) of the following accountability categories of school improvement and performance:
  - Exemplary
  - Commendable
  - Academic progress
- For each subsequent year, the school shall remain in full accreditation status provided they continue to meet the requirements.



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# Provisional Accreditation Status

- If a school does not meet all full accreditation requirements, the state board shall initially accord the school provisional accreditation status.
- A school initially accorded provisional accreditation status shall not receive full accreditation status until all requirements of full accreditation have been met.
- If in any subsequent year, a school accorded provisional accreditation complies with all requirements of full accreditation; the department shall move the school to full accreditation status.
- If a school remains in provisional accreditation status over an extended period of time, and does not demonstrate capacity for improvement, the department may recommend to the Board that the school be moved to probationary accreditation status.



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# Provisional Accreditation – Legal Standards Only

- If a school meets performance requirements, but does not meet legal standard compliance, the school is accorded provisional accreditation with the designation “legal standards only” and remains in that status during the subsequent year until the school meets all legal standard requirements.
- The Board may move a school to probationary accreditation status “legal standards only” at any time, if a school remains in violation for a prolonged period of time or the violation poses a threat to student safety.



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# Probationary Accreditation Status

- If a school accorded provisional accreditation status, after initial placement in the academic probation (high priority) category of school improvement and performance, remains in the academic probation (high priority) category of school improvement and performance for a third consecutive year, the state board shall move the school probationary accreditation status.
- If in any subsequent year, a school accorded probationary accreditation complies with all requirements of full accreditation; the department shall move the school or corporation to full accreditation status.
- If in any subsequent year, the school moves to “Academic Watch, the school or corporation shall move to provisional accreditation status.
- If a school is accorded probationary accreditation status, the governing body may appeal that determination to the state board.





# Review of a Fully Accredited School

- If a school initially accorded full accreditation status, is placed in either the Academic watch (priority) or Academic probation (high priority) category of school improvement and performance, the school has the following school year to improve their category placement.
- If a school in full accreditation status is placed in one of the lowest two categories of school improvement and performance for a second consecutive year, board shall move the school to provisional accreditation status.



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# Action by State Board on Nonpublic or Charter School

- The state board shall revoke the accreditation status of a nonpublic school or a charter school if, in the fifth year after initial placement in the academic probation (high priority) category of school improvement and performance, the school remains in the academic probation (high priority) category of school improvement and performance.
- If the accreditation status of a nonpublic school is revoked, the school may not seek accreditation for two years. During the seeking accreditation process the school must demonstrate the capacity to meet full accreditation requirements.



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# School Corporation Accreditation

- When schools enrolling at least ninety-five percent (95%) of the students within a school corporation achieve full accreditation status, and the corporation has met all legal standard requirements, the state board shall accord the school corporation full accreditation status and award the school corporation a certificate of full accreditation status.
- The state board shall accord probationary accreditation status to a school corporation with one or more probationary schools that fail to improve or achieve full accreditation status at the end of three years.
- If a school corporation is accorded probationary accreditation status, the governing body may appeal that determination to the State Board.



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# Changes to School Improvement Planning



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# School Improvement Planning Process

- must result in the development of a strategic and continuous plan for improvement.
- must develop a comprehensive data-driven mechanism for identifying deficiencies and measuring success.
- must include a representative committee of the school community that is verified by the principal. Member of the committee may include:
  - School and corporation-level administrators
  - Certified and non-certified staff
  - Parents
  - Members of the community
  - Students
- must include an annual review and revision of the plan.



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# School Improvement Plan must:

- include a summary of trend data that substantiate the decisions made during the planning process and the assessment tools that will be used to measure the level of success toward the goals over time.
- establish school-wide achievement goals that describe the expected change in student performance and measurable benchmarks that are both challenging and attainable for each goal.
- identify the research-based strategies that were selected during the planning process for each goal area; a timeline for implementation and resources/funding needed.
- address the immediate improvement of the performance of any student group not making adequate yearly progress under the federal “No Child Left Behind” law; any deficiencies in student attendance levels, high school graduation rates, and assessment participation.



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# School Improvement Plan must:

- outline initiatives aimed at encouraging all students to participate in rigorous curricular programs such as AP courses and Core 40.
- identify any facets of the school environment found to negatively impede success toward improved achievement results and develop strategies to correct the concern. Areas of concern include, but are not limited to:
  - teacher quality and instructional practices
  - parent involvement
  - school climate
  - technology use
  - discipline
  - cultural competency



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# The Professional Development Program must:

- identify the knowledge and training needed by teachers to accomplish the goals within the plan.
- establish professional development goals that describe expected change in teacher performance and the relationship to improved student performance.
- Include strategies describing how the identified knowledge and training will be attained
- include a description of the evaluation process that will be used to determine the impact of the program on student achievement.
- include an explanation of how the overall program meets the Board's core principles for professional development.
- be signed-off by the exclusive representative as indication of support only for the professional development program component of the plan.
- be signed-off by the superintendent that the plan and program of the school aligns with corporation-level improvement initiatives and local board policy.



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# **Preliminary List of Indiana School Accreditation Legal Standards**



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Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>School Improvement Plan</b> IC 20-31-4-6 /IC 20-20-31-5/IC 20-20-31-6	School Accreditation and Awards	School and Corporation	DOE-RR (Revise and Review) Online submittal and attached SIP / Two assurance forms	Annually
<b>Fire Marshal</b> IC 20-31-4-6	State Fire Marshal	DOE	None - unless reported by Fire Marshal to be out of compliance	As Scheduled (Recommend at least once every five years)
<b>Health and Safety</b> IC 20-31-4-6	State Dept. of Health	DOE	None	Investigate reported infractions only
<b>IOSHA</b> IC 20-31-4-6	State Dept. of Labor	DOE	None	Investigate reported infractions only
<b>Emergency Preparedness</b> IC 20-31-4-6	Division of School Traffic Safety and Emergency Planning	Corporation	Assurance Form	Only when plan or superintendent changes
<b>Tornado/Manmade Occurrence Drills</b> IC 20-34-3-20	Division of School Traffic Safety and Emergency Planning	Corporation	DOE-CL (School Calendar) School inputs dates only (Proposed for 2008-09)	Annually





Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>Immunization</b> IC 20-34-4-6	State Dept. of Health	Corporation	Assurance form for Kindergarten, Grades 1 and 6 only	Annually
<b>Visual Acuity</b> IC 20-34-3-12	Office of Student Services	Corporation	Assurance form for Grades 1, 3 and 8 only	Annually
<b>Audiometer Test</b> IC 20-34-3-14	Office of Student Services	Corporation	Assurance form for Grades 1, 4, 7 and 10 only	Annually
<b>Protective Eye Wear</b> IC 20-34-3-19	Office of Student Services	DOE	None	As Scheduled (no required timeline)
<b>Student Services</b> IC 20 31-4-1	Office of Student Services	Corporation	DOE-LS 12 Student Services Certified when form completed	As scheduled (Recommend annually)



Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>Mandatory Assessment Participation</b> IC 20-31-10-1	Office of Assessment	DOE	None- EIS compares ISTEP+ assessment participation to student enrollment	Annually
<b>Instructional Days</b> IC 20-30-2-2 / IC 20-30-2-3	School Accreditation and Awards	Corporation	DOE-CL (School Calendar) Reviewed for compliance by EIS and OSAA staff	Annually
<b>Accurate and Timely Submittal of Reports</b> 511 IAC 6.1-1-4(H)	School Accreditation and Awards	DOE	None – unless reported by DOE staff to be chronically late or inaccurate	Annually
<b>Educational Activities</b> 511 IAC 6.1-3-1	School Accreditation and Awards	Corporation	Assurance Form	Only when the superintendent changes
<b>Homework Policy</b> 511 IAC 6.1-5-9	School Accreditation and Awards	Corporation	Assurance Form	Only when the superintendent changes



Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>Curricular Offerings</b> IC 20-30-5-7 / IC 20-31-4-6	Office of Curriculum and Instruction	School	Assurance Form – School completes a verification checklist and files locally	Only when offerings or principal changes
<b>High School Time Allocations</b> 511 IAC 6.1-3-4	Office of Curriculum and Instruction	School	Assurance Form – School completes a verification checklist and files locally	Only when times or principal changes
<b>Pupil/Teacher Ratio</b> 511 IAC 6.1-4-1	Office of Informational Systems	DOE	DOE-CE / DOE-CP / DOE -PE data are reviewed by OIS staff to determine compliance	Annually
<b>Administrative Staff Ratio</b> 511 IAC 6.1-4-2	Office of Informational Systems	DOE	DOE-CE / DOE-CP / DOE -PE data are reviewed by OIS staff to determine compliance	Annually
<b>Annual Performance Report</b> IC 20-20-8	Office of Informational Systems	DOE	None – must publish locally	Annually



Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>Retaining Students for Athletic Purposes</b> 511 IAC 6.1-5-10	School Accreditation and Awards	Corporation	Assurance Form	Only when the superintendent changes
<b>Special Education</b> IC 20-35	Office of Special Education	Corporation	CODA Data Collection Systems – online submittal	Annually
<b>School Media Report</b> 511 IAC 6.1-5-6	Office of Learning Resources	School	Assurance form	Annually
<b>Textbook Adoption</b> 511 IAC 6.1-5-5	Office of Learning Resources	Corporation	Report of Textbooks Adopted	Annually
<b>Bilingual/Bicultural Education of LEP Students</b> 511 IAC 6.1-5-8	Office of English Language Learning & Migrant Education	Corporation	DOE-LM (Language Minority)	Annually


































Accreditation Legal Standard List	Entity Responsible for Verification	Verification Completed by	Description of Documentation Submitted by School / Corporation	Frequency of Verification
<b>Mentoring and Assessment Program</b>	Office of Educator Licensing & Development	Corporation	DOE Online form currently under development	Annually
<b>Staff Evaluation Plan</b> IC 20-28-11-1	School Accreditation and Awards	Corporation	Assurance form and copy of the plan	Only when the plan or superintendent changes
<b>Teacher Certification</b> IC 20-28	Office of Educator Licensing & Development	Corporation	Data from DOE-CE (Certified Employee) and DOE-CP (Certified Positions) are reviewed by OELD staff	Annually
<b>Teacher Contract</b> IC 20-6.1-4	School Accreditation and Awards	Corporation	None	Only on request
<b>Substitute Teacher Compensation</b> IC 20-6.1-5-4 through IC 20-6.1-5-5	School Accreditation and Awards	Corporation	None	Only on request





*XYZ Elementary School*  
*Legal Standard Compliance Grid*

#1 SCHOOL IMPROVEMENT PLAN		#12 MANDATORY ASSESSMENT PARTICIPATION		#22 RETAINING STUDENTS FOR ATHLETIC PURPOSES	
#2 FIRE MARSHAL		#13 INSTRUCTIONAL DAYS		#23 SPECIAL EDUCATION	
#3 HEALTH AND SAFETY		#14 ACCURATE AND TIMELY SUBMISSION OF REPORTS		#24 SCHOOL MEDIA REPORT	
#4 IOSHA		#15 EDUCATIONAL ACTIVITIES		#25 TEXTBOOK ADOPTION	
#5 EMERGENCY PREPAREDNESS		#16 HOMEWORK POLICY		#26 BILINGUAL/BICULTURAL EDUCATION OF LEP STUDENTS	
#6 TORNADO/MANMADE OCCURANCE DRILLS		# 17 CURRICULAR OFFERINGS		#27 MENTORING AND ASSESSMENT PROGRAM	
#7 IMMUNIZATION		#18 HIGH SCHOOL TIME ALLOCATIONS		#28 STAFF EVALUATION PLAN	
#8 VISUAL ACUITY		#19 PUPIL/TEACHER RATIO		#29 TEACHER CERTIFICATION	
#9 AUDIOMETER TEST		#20 ADMINISTRATIVE STAFF RATIO		#30 TEACHER CONTRACT	
#10 PROTECTIVE EYE WEAR		#21 ANNUAL PERFORMANCE REPORT		#31 SUBSTITUTE TEACHER COMPENSATION	
#11 STUDENT SERVICES					



# Transition from Fall to Spring State Assessments



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# Fall Test

- Based on Indiana's Academic Standards, the fall ISTEP+ covers:
  - • English/language arts in grades 3-8
  - • Mathematics in grades 3-8
  - • Science in grades 5 and 7
- Results for the fall 2008 ISTEP+ will be released in late November.
- Fall ISTEP+ measures student achievement from the 2007-08 school year.
- AYP and PL 221 Category Placements should be released within the first few months of 2009.
- The GQE is a single test in grade 10 that covered both English/language arts and math. The class of 2011 (incoming sophomores this fall) will be the last class to take this form of the GQE.



# Spring Test

- The spring tests will be given in two parts. Part one, which includes essay and short answer questions, will be given from March 2-11. Part two, which includes multiple choice questions, will be given from April 27 to May 6.
- Based on Indiana's Academic Standards, the spring ISTEP+ covers:
  - • English/language arts in grades 3-8
  - • Mathematics in grades 3-8
  - • Science in grades 4 and 6
  - • Social studies in grades 5 and 7
- Beginning with the class of 2012 (incoming freshmen this fall), the GQE will be given at various times during the year, depending on when a student completes Algebra I and English 10. For most students, that will be in late spring.
- The results for the spring 2009 ISTEP+ will be released in August. Results for each year thereafter will be available to students, parents and educators before the end of the school year.



Content Area	Grade Level(s) tested	Test Window	AYP Factor	Graduation Requirement
<b>English/language arts</b>	ISTEP+ Grades 3-8	September 15-26, 2008	Yes	No
	ISTEP+ Grades 3-8	March 2-11, 2009 (open-ended) April 27 – May 6, 2009 (multiple-choice)	Yes	No
	GQE	September 16-18, 2008	Yes	Yes
	GQE Retest	March 10-12, 2009	Yes	Yes
	ECA Grade 10 (pilot)	Based on end of instruction	Yes (in 2009-10)	Yes (in 2009-10)
	ECA Grade 11	Based on end of instruction	No	No
<b>Mathematics</b>	ISTEP+ Grades 3-8	September 15-26, 2008	Yes	No
	ISTEP+ Grades 3-8	March 2-11, 2009 (open-ended) April 27 – May 6, 2009 (multiple-choice)	Yes	No
	GQE	September 16-18, 2008	Yes	Yes
	GQE Retest	March 10-12, 2009	Yes	Yes
	ECA Algebra I	Based on end of instruction	Yes (in 2009-10)	Yes (2009-10)
	ECA Algebra II	Based on end of instruction	No	No
<b>Science</b>	ISTEP+ Grades 5 & 7	September 15-26, 2008	No*	No
	ISTEP+ Grades 4 & 6	March 2-11, 2009 (open-ended) April 27 – May 6, 2009 (multiple-choice)	No*	No
	ECA Biology I	Based on end of instruction	No*	No
<b>Social Studies</b>	ISTEP+ Grades 5 & 7	March 2-11, 2009 (open-ended) April 27 – May 6, 2009 (multiple-choice)	No	No
	ECA U.S. History (pilot)	Based on end of instruction	No	No

\*Participation required



# **Year Four Academic Probation Schools and Assignment of Expert Teams**



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# Consequences for Schools Placed in Academic Probation for Four Consecutive Years

- **IC 20-31-9-3 School remaining in lowest category or designation the third year after initial placement**

Sec. 3. (a) This section applies if, in the third year after initial placement in the lowest category or designation, a school still remains in the lowest category or designation.

(b) The state board shall establish and assign an expert team to the school. The expert team:

(1) must include representatives from the community or region that the school serves; and

(2) may include:

(A) school superintendents, members of governing bodies, and teachers from school corporations that are in high categories or designations; and

(B) special consultants or advisers.

(c) The expert team shall:

(1) assist the school in revising the school's plan; and

(2) recommend changes in the school that will promote improvement, including the reallocation of resources or requests for technical assistance.



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# Instructional Time Concerns and Waivers



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# Time and Day Requirements

- **IC 20-30-2-1 "Instructional time"**

Sec. 1. As used in this chapter, "instructional time" is time during which students are participating in:

- (1) an approved course;
- (2) a curriculum; or
- (3) an educationally related activity;

under the direction of a teacher, including a reasonable amount of passing time between classes. Instructional time does not include lunch or recess.

- **IC 20-30-2-2 Student instructional day**

Sec. 2. (a) A student instructional day in grades 1 through 6 consists of at least five (5) hours of instructional time. Except as provided in subsection (b) (school flex program), a student instructional day in grades 7 through 12 consists of at least six (6) hours of instructional time.

- **IC 20-30-2-3 School year**

Sec. 3. For each school year, a school corporation shall conduct at least one hundred eighty (180) student instructional days. Not later than June 15 of each school year, the superintendent of each school corporation shall certify to the department the number of student instructional days conducted during that school year.



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








# School Calendar Report (DOE-CL)



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## Student Calendar

- Please enter dates in the format MM/DD/YYYY or click on the calendar icon to select a date.
- Weekends will not be included in any calendar date ranges except for Sat/Sun entries.
- For Delay/Early Dismissal days please report number of instructional minutes lost. Days with instructional time lost of 2 hours or less will have an automatic waiver applied (will not be counted against Instructional Day count). If Instructional Time Lost time is greater than 2 hours but not over 3 hours, the day will be counted as an Instructional Half Day. If Instructional Time Lost time is greater than 3 hours, the day will not be counted as an Instructional Day (unless a waiver is approved by the Department).
- Do **not** include Professional Development Days or Parent Teacher Conference Days.

Calendar Days	Begin Date	End Date	Days		
Student Calendar	08/19/2008 	05/29/2009 	+204	Default	Clear
Labor Day	09/01/2008 	09/01/2008 	-1	Default	Clear
Fall Break	11/03/2008 	11/03/2008 	-1	Default	Clear
Veterans Day			--	Default	Clear
Thanksgiving	11/27/2008 	11/28/2008 	-2	Default	Clear
Christmas	12/22/2008 	01/05/2009 	-11	Default	Clear
Semester Break			--	Default	Clear
Martin Luther King Day	01/19/2009 	01/19/2009 	-1	Default	Clear
Presidents Day			--	Default	Clear
Spring Break	04/06/2009 	04/10/2009 	-5	Default	Clear
Good Friday			--	Default	Clear
Memorial Day	05/25/2009 	05/25/2009 	-1	Default	Clear
Instructional Half Day	08/19/2008 	08/19/2008 	-0.5	Default	Delete
Instructional Half Day	05/29/2009 	05/29/2009 	-0.5	Default	Delete

**Student Instructional Days:** 181

**Approved Waiver Days:** 0



Grade	Begin Time	End Time	Length of Day (in Minutes)	Less Minutes (Lunch/Recess/ect.)	Instructional Minutes		
KG - Morning	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
KG - Afternoon	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
KG - Full Day	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 01	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 02	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 03	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 04	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 05	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 06	<input type="text"/>	<input type="text"/>		<input type="text"/>		Default	Clear
Grade 07	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear
Grade 08	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear
Grade 09	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear
Grade 10	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear
Grade 11	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear
Grade 12	08:10 AM	03:05 PM	415	<input type="text" value="30"/>	385	Default	Clear

Annual Instructional Time Lost(hours):













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## Minimum Requirements

	Minimum	Actual
Instructional Days (Including Waiver Days)	180	181
Instructional Minutes per Day	360	385
Total Hours	1080	1161.4
Less Annual Lost Instructional Hours (0)	--	1161.4
Parent Teacher Conferences Min. Hour Req.	1092	12 *Actual value is the number of hours available to use for PTC.
SRPD Min. Hour Req.	1134	15 *Actual value is the number of hours available to use for SRPD.

## Parent Teacher Conferences

Date		Time Used (Mins.)	
10/30/2008		150	<a href="#">Clear</a>
10/31/2008		150	<a href="#">Clear</a>
02/12/2009		150	<a href="#">Clear</a>
02/13/2009		150	<a href="#">Clear</a>
			<a href="#">Clear</a>
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If a school(s) meets the minimum hour requirement for parent teacher conferences then they can use up to 10 hours for grades 01 through 06 and up to 12 hours for grades 07 through 12. Your school(s) qualifies for up to 12 hours for Parent Teacher Conferences.

**Remaining Minutes Available:** 120



## Student Release for Professional Development

A school may release students on no more than 6 days during the a school year, for no less than 30 minutes and no more than 150 minutes on any day (unless the school is approved for full day release).

Date		Time Used (Mins.)	
11/12/2008		120	Clear
12/04/2008		120	Clear
02/03/2009		120	Clear
03/31/2009		120	Clear
			Clear
			Clear

Number of hours available for SRPD is the number of hours past the minimum requirement 1134 up to a max of 15. Your school(s) qualifies for up to **15** hours for SRPD days.

**Remaining Minutes Available:** 420

Submit



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# School or Program?



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# School

- Indiana law requires all public “schools” to be accredited; however, not all buildings under the management of a school corporation may qualify as a school for accreditation purposes.
- For accreditation purposes, “**school**” means a state-funded location that:
  - (1) includes at least one grade level K-12;
  - (2) is responsible for reporting student enrollment; and
  - (3) is accountable for the delivery of a comprehensive curriculum aligned to the Indiana Academic Standards, which ultimately leads to a high school diploma.
- A building designated as a school must have the capacity to comply with all legal standards, including the development of a school improvement plan and be accountable for student performance as measured by the state assessment system.
- Each school would receive both an AYP designation as part of the federal “No Child Left Behind” system and an assignment to one of the categories of school improvement and performance under the Indiana 511 IAC 6.2-6-4.



# Program

- A school corporation is held accountable, of course, for the management of any building housing students.
- A location, established and managed by a public school corporation, that does not meet the requirements of a school for accreditation purposes, will be designated as a “**Corporation-Approved Program.**”
- The managing corporation is responsible for health and safety requirements listed under 511 IAC 6.1-2 and instructional staff requirements listed under 511 IAC 6.1-4.





# School Awards



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# Four Star Awards

- Four Star Schools are those public schools who meet **AYP** (Adequate Yearly Progress) under NCLB (No Child Left Behind) and were in the top 25% of all Indiana Public Schools in four categories:
  - ISTEP+ Percent Passing both English/LA and Math
  - ISTEP+ Language Proficiency T-Score
  - ISTEP+ Math Proficiency T-Score
  - Attendance Rate
- Four Star Awards were started in 1988 and have been presented annually for 20 years
- Data for every eligible public school can be found on your school snapshot page on ASAP under “School Profile Information.”



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#### Four Star Award Information 2007

Year	English/LA T-Score	Math T-Score	Pct Pass Both English and Math	Attendance Rate	AYP	English/LA T-Score Cut	Math T-Score Cut	Pct Pass Both English and Math Cut	Attendance Rate Cut
2007 ★★★★★	62	57	77%	.9722	Yes	57	56	75%	0.9676

#### Performance Data

Year	Attendance Rate	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent	Four Star Award
1995-96	97.1%	21		12%	★★★★★
1996-97	97.9%	20		11%	★★★★★
1997-98	97.3%				★★★★★
1998-99	97.8%	0	0	0%	★★★★★
1999-00	97.8%	25	7	13%	★★★★★
2000-01	98.0%	26	19	12%	★★★★★
2001-02	97.2%	39	23	19%	
2002-03	97.4%	39	9	20%	★★★★★
2003-04	97.2%	37	14	19%	★★★★★
2004-05	97.0%	59	19	29%	
2005-06	97.3%	52	14	26%	
2006-07	97.2%	43	11	24%	★★★★★



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# NCLB Blue Ribbon Schools Award

- The No Child Left Behind—Blue Ribbon Schools Program honors public and private K-12 schools that are either academically superior in their states or that demonstrate dramatic gains in student achievement.
- The program requires schools to meet either of two assessment criteria. It recognizes schools that have at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance in accordance with state assessment systems; and it rewards schools that score in the top 10 percent on state assessments.
- Of the schools submitted by each state, at least one-third must meet the first criterion of having 40 percent of the students from disadvantaged backgrounds. The program allows both elementary and secondary schools to be recognized in the same year.



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# NCLB Blue Ribbon Schools Award

- Based on the requirements established for the NCLB Blue Ribbon School Program and current Indiana school level data, a list of all qualifying schools is presented in November to a selection committee comprised of officials from the Indiana Department of Education and chaired by Dr. Suellen Reed, Indiana State Superintendent of Schools.
- The USDOE allows Indiana a maximum of eight nominated public schools.
- Superintendents of the eight nominated schools are contacted to confirm the accuracy of information and local interest in completing the application process.
- The final list of nominees is sent to the United States Department of Education.
- Nominated schools complete the application process and submit them to the USDOE.
- Applications from nominated schools are reviewed by the USDOE to verify that all requirements, including AYP, have been met.
- Nominated schools that meet the requirements are announced by the US Secretary of Education and receive the award in Washington, D.C.



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